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AUTHOR	Berney, Tomi D.; Friedman, Grace Ibanez
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ABSTRACT

New York City's program in Bilingual/E.S.L. Materials Development, Grade 1-8 was established to develop and/or update curricula and informational materials relevant to bilingual and English-as-a-Second-Language instruction. Curriculum development teams worked on independent activities. The project had 10 proposed curriculum initiatives, but the teams attempted 14 individual projects. One project was completed by the end of the funding cycle, two were completed after the funding period, one was dropped to avoid duplication of efforts, several were very close to completion, and the remaining projects were drafted with a projected 1988 completion date. Recommendations for program improvement include selection of more projects that focus on updating rather than developing curricula, concentration on fewer projects using more full-time staff, appointment of a review panel to guide and advise project staff, requiring dissemination of products by all projects, use of word processing to speed publication, and additional printing resources for more timely production. (MSE)

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OREA Report

EVALUATION SECTION REPORT
BILINGUAL/E.S.L. MATERIALS DEVELOPMENT
GRADES 1-8, 1987

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EVALUATION SECTION
John E. Schoener, Chief Administrator
June 1989

EVALUATION SECTION REPORT
BILINGUAL/E.S.L. MATERIALS DEVELOPMENT
GRADES 1-8, 1987

Prepared by
The Bilingual Education Evaluation Unit
Tomi D. Berney, Unit Manager
Grace Ibañez Friedman, Evaluation Consultant

New York City Public Schools
Office of Research, Evaluation, and Assessment
Robert Tobias, Director

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BILINGUAL/E.S.L. MATERIALS DEVELOPMENT
GRADES 1-8*
1987

SUMMARY

- The Bilingual E.S.L. Materials Development project was fully implemented. The program disseminated one project. Three projects were awaiting printing and dissemination; two projects were being edited and two others were in the first draft. The program cancelled one project.

- The project generally met its stated objectives of developing or updating bilingual/E.S.L. curricula for use by teachers, administrators, and parents.

During the summer of 1987, the New York City Public Schools' Office of Bilingual Education (O.B.E.) received New York State bilingual categorical funds to develop and/or update curricula and informational materials relevant to bilingual and English as a Second Language (E.S.L.) instruction.

The resulting project, Bilingual/E.S.L. Materials Development, Grades 1-8, was headed by a full-time director who was supervised by two O.B.E. deputy directors. The project director coordinated all program activities. The curriculum development teams worked on independent activities, either updating existing curricula or developing new ones. The project had proposed ten curriculum initiatives, but the teams attempted fourteen individual projects. One was completed by the end of the funding cycle; two were completed after the funding period ended; one was dropped in order to avoid duplicating other efforts; several were very close to completion, awaiting only final editing and printing; and the remaining projects were drafted with a projected 1988 completion date.

The conclusions, based on the findings of this evaluation, lead to the following recommendations:

- Select more projects that focus on updating rather than developing curricula.

- Concentrate on fewer projects using more full-time staff.

- Appoint a review panel to guide and advise the project staff.

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*This summary is based on the final evaluation of the "Bilingual/E.S.L. Materials Development (Grades 1-8) 1987" prepared by the Bilingual Education Evaluation Unit.

- Require that all projects present and disseminate their products.
- Use a word processing system rather than a typewriter to speed publication.
- Seek additional printing resources to produce materials in a more timely manner.

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I. INTRODUCTION

Bilingual/English as a Second Language (E.S.L.) Materials Development, Grades 1-8, was funded by New York State bilingual categorical funds. The purpose of this short-term project was to develop and/or update bilingual/E.S.L. curricula and informational materials for use by teaching staff, educational administrators, and students' parents. Ultimately the curriculum products were to help educators better meet local and state guidelines for bilingual/E.S.L. instruction, inform parents on these educational issues, and address the specific needs of students in these areas. The project was initiated during summer 1987; follow-up activities continued into the fall semester.

A full-time project director headed the project. Two deputy directors from the Office of Bilingual Education (O.B.E.) supervised the director. The project director coordinated all program activities and served as liaison between the ten curriculum development teams and the production staff of O.B.E.

Each curriculum team was composed of a team coordinator and several part-time writers. The teams worked on independent activities, either updating existing curricula or developing new ones. The project proposed ten curriculum initiatives; however, the teams attempted fourteen individual projects addressing the needs of a number of populations within the bilingual/E.S.L. network.

Each curriculum project generally followed the same processes of hiring and identifying per diem staff, meeting with

staff to plan and produce the targeted curriculum, and publishing and disseminating the final product.

The Office of Research, Evaluation, and Assessment (OREA) assessed the overall project through interviews with the project director, phone conversations with an O.B.E. deputy director, and an examination of project documents including workshop reaction forms showcasing one or more of the products developed. A field consultant attended a training session in which a completed curriculum was disseminated and discussed.

II. EVALUATION FINDINGS

In general the Bilingual/E.S.L. Materials Development project met its stated objectives: to develop or update bilingual/E.S.L. curricula for use by teachers, administrators, and parents. The project originally proposed activities in ten curriculum areas; however, once underway, it modified several activities, eliminated some, and added others, for an enhanced total of fourteen. Per diem staff completed most of the work within a very short time period. The volume and scope of work were two outstanding features of this very comprehensive effort.

Implementation

The following presents a description of the fourteen curriculum projects undertaken during the funding period.*

Project 1: E.S.L. MODEL LESSON PLANS
Coordinator: P. Ziegler
Status: Final editing in progress
Target Population: Teachers and coordinators

The purpose of this project was to expand the E.S.L. lessons presented in an existing guide, Teaching E.S.L., Grades 3-8. The team developed sample lesson plans to show classroom teachers how to integrate content area and E.S.L. instruction. It presented the final draft to a group of coordinators and teachers in September 1987.

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*Status for all projects is as of fall 1987.

Project 2: FUSION MANUAL
Coordinator: F. Segan
Status: Completed and disseminated
Target Population: Special education personnel

The goal of this project was to update a previously written manual for teachers who worked with special education students at the junior high school level. The updated Fusion Manual combined E.S.L. skills with topics that addressed both the academic and social needs of upper elementary and intermediate school limited English proficient (LEP) students. The manual contained five units on the following topics: school forms and schedules, immigrant groups in New York City, story problems, the body, and finding and keeping a job. Each curriculum unit contained a pre- and posttest, sample lessons, and additional resource materials and worksheets. The final product was presented to over one hundred coordinators and teachers at an all-day training session.

Project 3: PARENTS' GUIDE TO BILINGUAL/E.S.L. EDUCATION
Coordinator: E. Montalvo
Status: Printing completed
Target Population: Parents and the general public

The aim of this project was to update the 1974 version of the parent guide in each of the following languages: English, Chinese, Haitian Creole, French, Korean, Greek, Vietnamese, Italian, and Khmer. However, relatively few parents spoke Korean, Vietnamese, Italian, or Khmer, and since personnel were lacking to translate into those languages, the team completed guides only in English, Chinese, Haitian Creole, French, and Greek. The guide was to be widely disseminated and included in the O.B.E. Delivery of Services Manual (see Project 6 below).

Project 4: NATIVE LANGUAGE ARTS SOFTWARE

and

Project 5: APPROPRIATE SOFTWARE FOR E.S.L./LEP
Coordinator: Ana Amaez
Status: Final editing in progress
Target Population: Teachers and coordinators

The objective of these combined curriculum initiatives was to produce a resource manual for teachers and other educators that presented the latest software offerings in the area of bilingual/E.S.L. instruction. At least two persons, usually a classroom teacher and/or a computer-oriented educator, reviewed each software program, using an extensive checklist that the curriculum team had developed. The completed manual was to present 15 existing programs selected as representative of the state of the art in computer software for use with LEP students. A checklist was to be included in the resource manual so that readers could conduct similar reviews when assessing new programs.

Project 6: O.B.E. DELIVERY OF SERVICES MANUAL
Coordinator: E. Montalvo
Status: Awaiting printing and dissemination
Target Population: Educators and the general public

The O.B.E. Delivery of Services Manual discussed current policies and practices and presented appropriate forms and regulations pertaining to the delivery of bilingual/E.S.L. services in the New York City public schools. The purpose of this curriculum project was to update the existing manual. The following topics were either revised or added: current

statistics, chancellor's regulations, samples of home language surveys, samples of parent brochures, glossary of common terms, and names of contact persons and agencies. In addition, the team changed the typeface for the manual in order to improve its readability. When printed, the manual was to be sold to the public for $10.00 a copy. Each of the 32 New York City Community School Districts was to receive a complimentary copy.

Project 7: SPEEDY GUIDE TO MONITORING FOR SCHOOL SECRETARIES

Because another unit within O.B.E. had already produced a similar manual, the project did not develop this guide.

Project 8: CURRICULUM MANUAL ON CAREER EXPLORATION AND AWARENESS IN CHINESE JUNIOR HIGH SCHOOL STUDENTS
Coordinator: F. Folkes
Status: First draft to be completed
Target Population: Junior high school students

When completed, this career awareness manual for junior high school students will contain a self-assessment checklist, lists of the skills and courses needed to prepare for various jobs, and job-hunting techniques.

Project 9: UPDATE OF CARRER AWARENESS PROGRAM (CAP) PARENT'S MANUAL IN ENGLISH

and

Project 10: TRANSLATION OF CAP PARENT'S MANUAL INTO CHINESE AND SPANISH
Coordinator: F. Folkes
Status: First draft to be completed (English, Spanish, Chinese)
Target Population: Parents

The team had not completed either the update or translations of the CAP parent manuals at the time of the visit by an OREA

field consultant: however, the coordinator projected that the first draft would be completed in 1988. It was planned that the CAP manuals would contain listings of bilingual/E.S.L. resources, a general overview of the school system, and adult training and education resources.

Project 11: SPANISH CULTURAL AWARENESS MANUAL
Coordinator: A. Rodriguez
Status: First draft to be completed
Target Population: Teachers and coordinators

The aim of this project was to develop a manual for educators to use as a way to increase the cultural awareness of three targeted Hispanic groups: Puerto Ricans, Cubans, and Dominicans. The new work, written in Spanish, paralleled the format and content of Roots of Oppression, a manual that explored historical and present manifestations of oppression experienced by three non-Hispanic groups--American Blacks, Jews under the Nazis, and black South Africans.

Project 12: GLOSSARY OF EDUCATIONAL TERMS IN CHINESE
Coordinator: C. Delgado
Status: Awaiting printing and dissemination
Target Population: Parents and the general public

This was a glossary of terms related to education developed for the Chinese-speaking parents of school-aged children.

Project 13: NATIVE LANGUAGE ARTS TEST IN HAITIAN CREOLE
Coordinator: C. Delgado
Status: Awaiting printing and dissemination
Target Population: Haitian Creole-speaking students (Grades 1-6)

The team produced a native language arts (N.L.A.) achievement test similar to the one published by McGraw-Hill--the

Comprehensive Test of Basic Skills. The test contained scales that measured a student's achievement in reading and mathematics. In addition, there were a teacher's manual and specific student booklets for each of four levels: level one, first grade; level two, second grade; level three, third and fourth grades;level four, fifth and sixth grades. The test could be administered by a range of personnel, including trained classroom aides, and was field-tested in Brooklyn and Queens.

Project 14: EARLY CHILDHOOD CURRICULUM
Coordinator: A. Rodriguez
Status: Printing completed
Target Population: Early childhood teachers, (Pre-K and K)

The completed early childhood curriculum paralleled the mainstream curriculum for preschool and kindergarten students, and included topics relevant to the LEP student.

OUTCOMES

By the end of the funding period, the project had fully completed only one product, the FUSION MANUAL. However, five others were close to completion: the PARENT'S GUIDE TO BILINGUAL/E.S.L. EDUCATION, the O.B.E. DELIVERY OF SERVICES MANUAL, the GLOSSARY OF EDUCATIONAL TERMS IN CHINESE, the N.L.A. TEST IN HAITIAN CREOLE, and the EARLY CHILDHOOD CURRICULUM.* The project dropped the SPEEDY GUIDE FOR SECRETARIES in order to avoid duplication of existing materials. The remaining projects

*The Parent Guide to Bilingual/E.S.L. Education and the Early Childhood Curriculum were completed shortly after the funding cycle ended.

were either in or approaching final draft (E.S.L./N.L.A. software review and the E.S.L. lesson plans), or first draft status (the update and translation of CAP parent manuals, career awareness for Chinese junior high school students and the Spanish culture awareness manual).

Reasons for the incomplete projects include insufficient time, reliance on part-time staff during the summer vacation months, and the difficulty of finalizing a product without field testing.

III. CONCLUSIONS AND RECOMMENDATIONS

The Bilingual/E.S.L. Materials Development project was funded for only a short time, but accomplished a great deal. This was largely due to the energy and coordination skills of the project director, who was thoroughly familiar with the aims and goals of bilingual/E.S.L. education as well as the complex structure of the school system. She acted as administrator, coach, secretary, payroll clerk, and editor/writer on each project. And, in all cases, staff efforts continued even after the end of project funding.

The conclusions, based on the findings of this evaluation, lead to the following recommendations:

- Select more projects that focus on updating rather than developing curricula.
- Appoint a review panel to guide and advise the project staff.
- Require that all projects present and disseminate their products to the appropriatr audience.
- Use a word processing system rather than a typewriter to speed publication.
- Seek additional printing resources to produce materials in a more timely manner.